

**THE EFFECT OF USING INSIDE-OUTSIDE CIRCLE TECHNIQUE
TOWARDS THE STUDENTS' READING COMPREHENSION
AT THE FIRST YEAR OF MADRASAH ALIYAH
DARUL HIKMAH PEKANBARU**



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A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



By

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ACKNOWLEDGEMENT



Praises belong to Allah, the lord of Universe, who has rewarded the writer's time, energy, opportunity, financial, health, and the most is belief. Sholawat and gratitude due to our prophet Muhammad peace be upon him. Due to Allah, the writer can finish and complete this paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Faculty Education and Teachers Training of State Islamic University Sultan Syarif Kasim Riau.

In conducting this research and arranging this thesis, the writer has obtained significant helps, suggestions, encouragements, motivation, supports, and conveniences from many sides. Therefore, the writer would like to express her thankfulness in depth to:

1. Prof. Dr. H. M. Nazir, the Rector of UIN SUSKA Riau. Thanks for his Kindness and Encouragement.
2. Dr. Hj. Helmiati, M.Ag., the Dean of Education and Teachers Training Faculty. Thanks for her Kindness and Encouragement.
3. Dr. Hj. Zulhidah, M.Pd., as the chairperson and Dedi Wahyudi, M.Pd. as the secretary of English Education Department of UIN SUSKA Riau. Thanks for their kindness and encouragement.
4. Samsi Hasan, MH.Sc., the writer's supervisor who has contributed and guided the investigator in the accomplishment of the thesis.
5. Headmaster of MA Darul Hikmah Pekanbaru, Hikmatulloh, S.Ag., S.Pd., M.Sy., and his assistant, the teacher English, Drs. Bunyana, the administration staff, and all who have given opportunity to conduct the research as well as all first year students at the school. Thanks so much.
6. My beloved parents, Mistadi and Sarmini, who have given meaningful and useful supports both material and spiritual in finishing this thesis, my big family, my brother and sister; Subhan, Edy Amin, Saryati, Nur'aini, S.Pd.i., Sholihah, S.Pd.i., Siti Aminah, Husnul Khotimah, Lc., and also all family member.

7. To all ustazd and ikhwah (Zulkifli, Gunawan Arafat, Mustakin, Zulkarnaen, Suparman, Baharudin, Atriadi, Mahadi, Devri, Khoir, Ferlan Niko, Raja Hasriadi, Eddy Rusydi, Zulfan Efendi, Jablawi, Safa'at, etc.), thanks for your support, motivation and spiritual until my thesis finish.
8. My friends in English Education Department (Budi Darmawan, Hambali, Imam Taufik, Muklisin Al-bonai, Dian RK, May, Dewi, Endang, etc), thanks for your help, support, motivation, and teamwork.

Finally, the writer realized that this thesis is far of being perfect. Thus, comments, critics, and constructive are very much appreciated.

May Allah almighty bless them all. Aamiin.

Pekanbaru, May 1st, 2012

The Writer,

Abdul Hadi

ABSTRAK

Abdul Hadi, 2012: Pengaruh Menggunakan Teknik Inside-Outside Circle terhadap Pemahaman Membaca Siswa di Kelas Satu MA Darul Hikmah Pekanbaru

Penelitian ini berjudul pengaruh menggunakan teknik inside-outside circle terhadap pemahaman membaca siswa di kelas satu MA Darul Hikmah Pekanbaru. Hal ini dilakukan untuk mengetahui bagaimana pemahaman membaca siswa dengan menggunakan teknik inside-outside circle. Berdasarkan pengamatan awal penulis, sebagian besar siswa kelas satu MA Darul Hikmah Pekanbaru kesulitan dalam memahami teks bacaan.

Penelitian ini merupakan penelitian experimental. Populasi adalah siswa kelas satu MA Darul Hikmah Pekanbaru. Jumlah siswa tahun pertama adalah 153. Sampel yang telah di uji adalah 72 siswa atau 47.06 % dari total populasi jenis sampling yang digunakan dalam pengambilan sampel dalam penelitian ini.

Penelitian ini menemukan ada pengaruh penggunaan teknik inside-outside circle terhadap pemahaman membaca pada siswa kelas satu MA Darul Hikmah Pekanbaru. Peneliti menemukan regresi dan residual dapat dilihat bahwa $t_{hitung} = 8.27 > t_{table} 0,05 = 2,00$.

Dapat disimpulkan bahwa ada pengaruh yang signifikan penggunaan teknik inside-outside circle terhadap pemahaman membaca siswa di kelas satu MA Darul Hikmah Pekanbaru.

ABSTRACT

Abdul Hadi, 2012: The Effect of Using Inside-Outside Circle Technique toward the Students' Reading Comprehension at the First Year of MA Darul Hikmah Pekanbaru

This research entitles the effect of using inside-outside circle technique toward the students' reading comprehension at the first year of MA Darul Hikmah Pekanbaru. It was conducted to know how the students' comprehension by using inside-outside circle technique is and the significant effect of using inside-outside circle technique toward students' comprehension at MA Darul Hikmah Pekanbaru". Based on the observation of the writer, most of the first year students' of MA Darul Hikmah Pekanbaru were difficult to comprehend the reading text.

This research was experimental research. The population was the first grade students of MA Darul Hikmah Pekanbaru. The total number of first year students was 153. The samples that had been tested were 72 students or 47,06% from total population of the sampling that was used in this research.

This research found, there is significant effect of using inside-outside circle technique toward the students' comprehension at first year of MA Darul Hikmah Pekanbaru. The researcher found regression and residual can be seen $t_{hitung} = 8.27 > t_{table\ 0,05} = 2,00$.

It can be concluded that there is significant effect of using inside-outside circle technique toward the students' reading comprehension at first year of MA Darul Hikmah Pekanbaru.

ملخص

عبد الهادي (٢٠١٢): تأثير استخدام تقنية الدور الداخلي و الدور الخارجي لتحسين الفهم في القراءة لطلاب الصف الأول بالمدارس العالية دار الحكمة باكنبارو.

يتم هذا البحث تحت العنوان تأثير استخدام تقنية الدور الداخلي و الدور الخارجي لتحسين الفهم في القراءة لطلاب الصف الأول بالمدارس العالية دار الحكمة باكنبارو. انعقد هذا البحث لمعرفة فهم الطلاب في القراءة باستخدام تقنية الدور الداخلي و الدور الخارجي. اساسا على ملاحظة الباحث بالمدارس العالية دار الحكمة باكنبارو أن الطلاب يصعبون في فهم النصوص القرآنية.

استخدام هذا البحث بحثا تجريبيا. الأفراد في هذا البحث طلاب الصف الأول بالمدارس العالية دار الحكمة باكنبارو بقدر ١٥٣ طالب ثم العينات المختبرة بقدر ٧٢ طالبا أي ٤٧.٠٥٨ في المائة من مجموع الأفراد بطريقة عينة عشوائية عنقودية.

كشف الباحث في هذا البحث أن استخدام تقنية الدور الداخلي و الدور الخارجي يطور الفهم في القراءة لطلاب الصف الأول بالمدارس العالية دار الحكمة. و كشف الباحث الارتداد و المتبقى في ت الحساب $8.27 < 0.05 = 2.00$ الجدول.

أخيرا، استنتج الباحث أن هناك تأثيرا هاما من استخدام تقنية الدور الداخلي و الدور الخارجي إلى الفهم في القراءة لطلاب الصف الأول بالمدارس العالية دار الحكمة باكنبارو.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In learning English, one of the main skills that the students should acquire is reading. Reading is one of the four language skills (listening, speaking, reading and writing) that is important to be learned and mastered by every student. According to Browman, reading is an appropriate means to promote a life-long learning. Reading is not easy learning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environment condition, subject matter, and technique to learn the lesson of material.¹

In teaching and learning process, the teacher must give attention and condition. The comfortable place of learning is able to resurrect students' attention in learning process. The English teacher is expected to be able to manage their classroom instruction which allows all students to have equal opportunities to participate. The students also need to learn how they are expected to interact in the classroom. They involves learning particular patterns in class as well as with the teacher. Interactive competence includes several dimension of the classroom behavior.²

In general, the aim of teaching reading is to develop the student's ability to read the material, get information and understand about the text. However their skill is not easy to master because the reader should have ability. In teaching reading, a teacher

¹ <http://definisi-pengertian.blogspot.com/2010/08/reading-definition.html>

² Kasnila, *The Effectiveness of Using Jigsaw Technique in Increasing Students' Motivation in Studying English at the Second Years Student of Islamic Junior High School Al-Muttaqin Pekanbaru*, UIN SUSKA, Pekanbaru, 2009, p. 2

should have ability to guide students in learning reading. the other aim of teaching reading is to make students able to read the text effectively and efficiently. They are not only supposed to understand the structure of the texts but also to comprehend the meaning of the texts.

However, many students have a lot of difficulties in reading English. The difficulties may be caused by several factors such as aptitude, interest, previous knowledge, environment, and teacher. They also cannot enjoy their reading because they do not have some required skills in reading. In other words, the main problems often felt by the students are their inability to read fluently. Mather and Goldstein in Agvemi Zuhadi Alga stated that fluency in reading encompasses the speed or rate of reading, as well as the ability to read the materials with expression.³

In learning process, the students are supposed more active in classroom. So, the teachers must able to give variation techniques to improve their achievement in English learning process. There are many techniques in learning process. One of several learning technique is cooperative learning. According to Lie in Made Wena stated that cooperative learning is learning system giving opportunity to student to work in team with other students in doing assessments, and in this system, the teacher is just as facilitator.⁴ One of the several cooperative learning will be able to improve result of the students' learning at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru by applying inside-outside circle technique.

Madrasah Aliyah Darul Hikmah is one of the schools in Pekanbaru. The writer assumes that some of the students' difficulties in comprehending the reading text may

³ Agvemi Zuhadi Alga, *The Effect of Teacher Modeling and Guided Repeated Reading in SMA 01 Kubu*, UIN SUSKA, Pekanbaru, 2009, p. 1

⁴ Made Wena, *Strategi Pembelajaran Inovatif Kontemporer*, Bumi Aksara, Jakarta, 2009, p. 189-190

be caused by the uninteresting teaching method that has been used by their teachers or because of other factors. It has been already known that the appropriate techniques and strategies can help teacher in the teaching and learning process, and it can automatically make students' strategic in reading. Therefore, teachers need to apply the most comprehensive reading strategy to increase the students' reading comprehension achievement in the classroom.

The problems can be seen from the phenomena as follows:

1. Some of the students get difficulties in comprehending a reading text.
2. Some of the students need appropriate teaching technique in improving their English vocabulary mastery
3. Some of the students are fluent in reading aloud, many others are lack of the reading fluency, mainly in the reading text provided by the teacher.
4. Some of the students get difficulties to conclude a topic of reading.

Based on phenomena above, the writer is interested in carrying out these phenomena in a research entitled **“The Effect of Using Inside-Outside Circle Technique towards the Students’ Reading Comprehension at the First Year of Madrasah Aliyah Darul Hikmah Pekanbaru”**.

B. The Definition of Term

The terms that are involved in this study need some explanations to avoid misunderstanding and misinterpretation, they are as follows:

1. Effect

Effect is a change that somebody/something causes on somebody/something; a result.

2. Technique

Technique is the kind of classroom activities based on certain methods such as drills, dialogues, role-plays, sentence completion, etc.

3. Inside-Outside Circle

Inside-outside circle is learning technique where students are giving information at the same time, with the pair that differs briefly and regularly.

4. Reading Comprehension

Reading comprehension is thus an interactive process between the reader and the text, that reader is required to fit the clues provided in the text to his or her own background knowledge.

C. The Problems

1. Identification of the Problem

There are many problems that can be identified as follows:

- a. How is the students' reading comprehension?
- b. Is there effect of using inside-outside circle technique on the students' reading comprehension?
- c. How is the students' technique to know the unfamiliar words in reading?
- d. What factors make the students difficult to conclude a topic of reading?

2. Limitation of the Problem

The writer focuses on the effect inside-outside circle technique to improve reading comprehension at first year students of Madrasah Aliyah Darul Hikmah Pekanbaru.

3. The Formulation of the Problem

- a. How is the students' reading comprehension taught without using inside-outside circle technique at the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru?
- b. How is the students' reading comprehension taught by using inside-outside circle technique at the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru?
- c. Is there any significant effect of using inside-outside circle technique towards the students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru?

D. The Objective and Significance of the Research

1. The Objectives of the Research

- a. To know ability of the students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru
- b. To find out the effect of using inside-outside circle technique towards students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru

2. The Significance of the Research

- a. To give some information to English teacher of Madrasah Aliyah Darul Hikmah Pekanbaru
- b. To provide information to the students in order to be able to increase their reading comprehension achievement
- c. To enlarge the writers' knowledge in research activity

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is a means of language acquisition of communication, information sharing, and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.⁵

Reading is the activity of somebody who reads. Furthermore, reading is the process of attaching meaning to certain written symbols. The written symbols are such as magazines, newspaper, passage, and textbook.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. About Reader's knowledge, skills, and strategies include:

- a. Linguistic competence: knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.

⁵ http://en.wikipedia.org/wiki/Reading_%28process%29

- c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic competence: the ability to use top-down strategies as well knowledge of the language (a bottom-up strategy).⁶

2. Reading Comprehension

Karlin in Suraini stated that by reading, we have the ability to pronounce words, and then the majority of these students can read. However, reading is a fuller sense that involves more than merely pronouncing words; it comprehends what writer says and means.⁷

The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

There are five reading components that may help students to read carefully.

a. Finding Main Idea

Getting the main idea of the reading passages or textbook is very crucial because reading is concerned with meaning to greater extent. It can be stated that an efficient reader understand not only the ideas but also the relative

⁶ Kalayo Hasibuan & M. Fauzan Ansyari, *Teaching English as a Foreign Language*, Alaf Riau, Pekanbaru, 2007, P. 115

⁷ Suraini, *Correlation Between Students' English Language Learning Strategies and Their Reading Comprehension at Second Years of MTsN Bengkalis*, UIN SUSKA, Pekanbaru, 2008, P. 9

significant as expressed by the author. In other words, some of the ideas are super ordinate (more important) and others are subordinate (less important)

b. Finding the Factual Information

To obtain the factual information of the English reading texts, a reader requires scanning for specific details or information in order to make sense of it. Scanning can be done by reading questions given and find the content words- synonym or the same words. Factual information is generally prepared for Senior High School students and the following questions of the reading are stated with WH-question words in multiple choice questions.

c. Locating References

References are words or phrase to which pronoun refers to recognize references identifying the words or phrases to which they refer will help the reader to understand the reading passage or textbook. References are generally symbolized by possessive adjectives (I – my, you-yours, they-them, we-us, he-him, she-her, it- it).

d. Making Inference

Pamale state that an inference is the logical conclusion based on evidences as direct statement of fact. Understanding is one of the most important aspects in reading. Writer uses language efficiently and recognizes what can be inferred from their sentences. In other words, an efficient reader is reader that is able to understand those implications-inferences.

e. Understanding Vocabulary in Context of the Reading Passages or Textbook

A vocabulary context is the combination of vocabularies and grammar that surround word. It is very prominent component to understand the contextual reading passages pertinent to make sense of the authors' ideas. In this regard, contextual reading passages or textbook are referred to the vocabulary that has a plenty of categories such as technical and frequency.

3. Students' Reading Comprehension

To increase the students' reading comprehension, The Barrett Taxonomy is designed originally to assist classroom teachers and students in developing reading comprehension; it is included in questions or test questions for reading text. Alderson and Uquart stated that there are five Barrett's taxonomies of reading comprehension, they are as follows:

- a. Literal comprehension is that the students are able to identify the information on the text directly. It is the lowest level of students' reading comprehension. Literal is divided into two types, they are recognition (students' ability to locate or identify ideas of information explicitly) and recall (students' ability to procedure from memory ideas and information explicitly). Recognition and recall consist of details, main ideas, sequence, comparison, cause-effect relationship, and character traits.
- b. Reorganization is that the students are able to analyze, synthesize, and organize ideas and information explicitly stated in reading text. Reorganization is divided into some types, they are:
 - 1) Classifying (placing person, things, and place into groups).

- 2) Outlining (organizing a selection in outline form).
 - 3) Summarizing (paraphrasing the text).
 - 4) Synthesizing (consolidating information from more than a single source).
- c. Inferential comprehension is that ideas and information used as the basis for making intelligence hypotheses. The students may infer some case below:
- 1) Supporting details (suggesting additional facts if the students get selection more informative).
 - 2) Main ideas (providing the main idea if it is not stated explicitly).
 - 3) Sequence (conjecturing what will happen when no explicit statement in the text).
 - 4) Comparisons (comparing the information in the paragraphs).
 - 5) Cause and effect relationship.
 - 6) Character traits (hypothesizing characteristics of persons).
 - 7) Predicted outcomes (predicting what will happen as a result of reading part of the text).
 - 8) Figurative language (inferring literal meanings from the figurative use of language).
- d. Evaluation is Requiring response indicating that an evaluative judgment has been made based on the students' experiences and knowledge. The students make the following judgments:
- 1) Reality or fantasy (judging whether an event is possible).
 - 2) Fact or Opinion (distinguishing between supported and unsupported data).

- 3) Adequacy or Validity (judging whether information in a text agrees with other sources).
 - 4) Appropriateness (determining relative adequacy of different parts of a selection in answering specific questions).
 - 5) Worth, desirability or acceptability (make decisions of good, bad, right and wrong).
- e. Appreciation is involving all dimensions of reading above, and requiring to be interested and emotionally and also affectively to the ideas and information in the reading selection. It is included both the knowledge of, and the emotional. Appreciation includes both knowledge and emotional response to literary, forms, styles, and structures:
- 1) Emotional response to content (verbalizing feelings about the selections).
 - 2) Identification with characters and incidents (demonstrating sensitivity with characters or events).
 - 3) Reactions to the speaker's use of language (responding to the author's ability to created language).
 - 4) Imagery (verbalizing feelings produced by the author's selection of words that produce visual, auditory, sensation or images).

In addition, Brown maintains that there are some reading comprehension questions futures that can be evaluated, they are main ideas, expression/idiom/phrase in context, inference, grammatical features, detail

(scanning for a specially stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary context.⁸

In short, to comprehend the reading text, the Students should pay attention and master the reading comprehension seriously. Because reading comprehension is not the simple process but needs the cooperation of brain and the eyes.

4. The Factors Influencing Students' Reading Comprehension

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors that effecting comprehension and the failure to comprehend are absolutely same to the other. Comprehension of a text will occur depend on the certain activity of the readers him/self. To comprehend, reader must use information they already posses to filter, interpret, organize and reflect upon the incoming information from the page⁹.

Successful in comprehending a text can be caused by inside or outside factor of the reader. Factor are influencing reader's comprehension fall in the following factors.

a. Inside the Reader

The point consist of background content knowledge (content and vocabulary), text knowledge (concepts about print, text structure and surface features), metacognitive strategy knowledge (before reading, during reading, and after reading) and affective (motivation, interest, skill).

b. Inside the Text

⁸ H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, San Francisco State University, San Francisco, 2004, p. 206

⁹ Peter Westwood, *Reading and Learning Difficulties; Approaches to Teaching and Assessment*, Conceal for Educational Research, Australia, 2001, p. 61

This refers to linguistic complexity (syntax and semantic) and text structure which commonly included in text readability.

5. Inside-Outside Circle Technique

Inside-outside circle is a summarization technique that gets students up and moves. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. A half of the students stands up and forms a circle with their backs to the inside of the circle. They are partner A. The other half of the students forms a circle facing a partner from the first circle. These students are partnering B. Partner A will speak firstly, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he/she can easily monitor student responses¹⁰.

Learning of inside-outside circle technique provides an opportunity for students to share information at the same time. This learning technique allows students to share with different group with short and regular. In addition, there was collaboration between students in an atmosphere of mutual cooperation and enhance communication skill that lead to active condition¹¹.

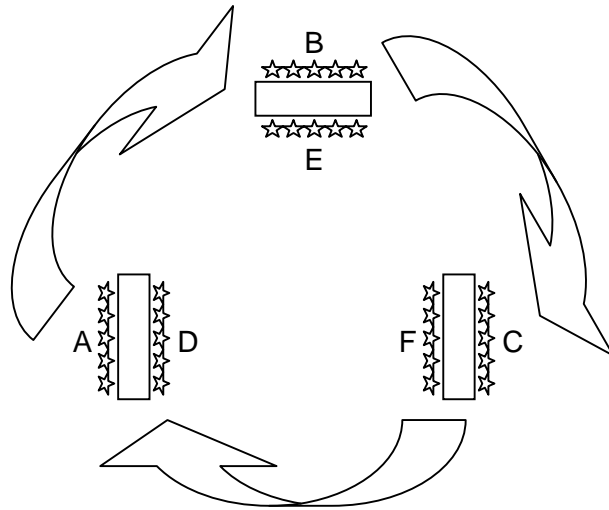
Inside-outside circle learning technique consists of small groups. The division is done before the group learning process based on students' academic abilities. Some of the group forms a circle in groups and others form the outer circle

¹⁰ <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>

¹¹ Agus Suprijono, *Cooperative Learning*, Pustaka Pelajar, Yogyakarta, 2009, p. 25

groups. Each group's inner circle and outer in circle will obtain student work sheet.

Illustrations from the learning of inside-outside circle technique can be seen in the figure below:



Picture
Inside-Outside Circle Design

Group A, B, and C are outside of the circle group, while groups D, E and F are the group's inner circle.

Systems of learning technique inside-outside circle are as follows:

- a. A half of the class (or a quarter if the number of students is too many) in a circle facing out, the circle is called the group's inner circle. (In the figure indicated by the letters D, E, F)
- b. A half of the other classes in a circle outside the inner circle is called the outer circle (in the figure indicated by the letters A, B, C). They are facing in and paired with the group's inner circle.

- c. Two groups of pairs of groups outside the circle and the circle in the sharing of information. Students who are in the circle start. Information exchange is done by all partners at the same time.
- d. Later, a group that is stationary outer ring, while groups in the inner circle move clockwise. In this way, each group gets a new partner to share.

The move performed in the learning process is intended for each group that can share information with other groups and train students in communication skills. The move is done after the students able to complete tasks assigned in accordance with a predetermined time. Switching on the learning process is done by the group's inner circle to save time and to simplify the process of shifting.

Before starting the first designed cooperative learning small groups. Number of members in each group was 2-5 people. The group formed in this academically heterogeneous nature of intelligent students was less.

Based on theory presented above, then the implementation of inside-outside circle of learning that has been tailored to the needs of the class is:

- a. A half the class form a circle facing the outer circle, called the group's inner circle.
- b. A half of the other classes in a circle outside the inner circle, called the outer ring. They are facing inward and bumped into the group's inner circle.
- c. Two groups of pairs of the outer circle and inner circle discussions to discuss the student work sheet.

- d. The discussion is carried out by all the couples in the same time.
- e. Later, a group that is outside the circle is silent in the place, meanwhile, a group that is in the inner circle moves clockwise.
- f. In this way, each group gets a new partner to share.
- g. So forth, the group in a circle keeps moving until they return to their original position. In this position, every group discussion is back to take the final decision of the answer of students' work sheet
- h. Each member of either group of outside groups and from the circle group is submitting his work that includes worksheets provided.
- i. Teachers and students together discuss and confirm the concept of Students' work sheet that is correct and straighten out misconceptions.

B. The Relevant Research

Relevant research is requiring to observe some previous researches conducted by other researchers in which they are relevant to our research.¹² The first is Sri Wastuti's thesis. The title of her research is *the Effect of Collaborative Strategic Reading towards the Second Year Students' Reading Comprehension Achievement at SLTP Negeri Pekanbaru*. She found that the mean score of experimental group which has been taught by using collaborative strategic reading was 82.75 while the mean score of control group which has been taught by using traditional reading classroom was 75.75. That means there was any significant difference between using collaborative strategic reading for reading comprehension achievement and

¹² Syafi'i, *From Paragraph to a Research a Report; A Writing of English for Academic Purpose*, (Pekanbaru: LBS,2007), p. 122

using traditional reading classroom method for reading comprehension achievement. The conclusion, t-test in this research was 3.5 and t-table was 2.00.

The second is Adinda Kusuma Wardani's thesis. The title of her research is *Improving the Eleventh Year Students Speaking Achievement and Active Participation Through Inside-Outside Circle Technique at SMK Farmasi Jember*. This research was conducted in two cycles. Each cycle was done in three meetings including the test. The research subject was XI-C class. The primary data were collected by administering speaking test and observation. The action was considered successful if 75% of the students achieved the mean score that was at least 65. The percentage of the active students will achieve the target if 75% are active.

Based on the finding from the first cycle, the researcher found there were the weaknesses that caused the students had not got the target score yet. The researcher made the revising some aspects by, maximizing the roles, explaining the material clearly, and giving more topics. The results of speaking test in cycle 2 were better than test in cycle 1. In cycle 1, there were 20 or 52.6% students who were in good categories and 31 students or 81.5% in cycle 2. Moreover, the results of observation showed 78.9% students were active in the first meeting, and 81.5% in the second meeting. In other words, the target in this research had been achieved in the cycle 2.

Based on the finding above, it can be concluded that applying inside-outside circle technique can improve the eleventh year students speaking achievement and active participation at SMK Farmasi Jember.

C. The Operational Concept

Operational concept is a concept which is used to avoid misinterpretation and misunderstanding in this research. It is necessary to explain briefly the variables used in this research. There are two variables that will be used in this research. They are variable X that refers to the effect of inside-outside circle technique and variable Y that refers to the students' reading comprehension. Therefore, variable X is as independent variable and Y is as dependent variable.

1. Technique of inside-outside circle (X variable)

Based on cooperative learning phases and stages that exist in the outside circle inside technique, the writer concludes that the steps of inside outside circle of learning technique can be presented as follows:

a. Communicate its goals, motivate and prepare student

Teacher communicates learning goals, provides information about what you learn and prepares students and motivates students in learning process.

b. Demonstrated knowledge or skill

The teacher demonstrates the skills or provides information stage by stage.

c. Training guide

Teacher provides initial training guidance. Training activities are carried out in group with study group that have been formed. Training activities consist of the following steps:

- 1) Teacher distributes students' worksheet to each group leader for distribution to members of the group. Then, the teacher explains briefly the material to be learned to students as an introduction.
 - 2) The teacher divides half of the class, forms a circle facing outwards, and is called the group's inner circle.
 - 3) Then, half of the other classes in a circle outside the inner circle, called the outer ring. They are facing dealing with groups and inner circle.
 - 4) Two groups of pairs of the outer circle and inner circle discussions to discuss the students' worksheets
 - 5) The discussion was carried out by all the couples in the same time.
 - 6) Later, a group that is outside the circle is silent in the place, meanwhile, a group that was in the inner circle moves clockwise.
 - 7) In this way, each group gets a new partner to share.
 - 8) So forth, the group in the outer circle continues to move until they return to their original position. In this position, every group discussion back to take the final decision of the Students worksheet answers
 - 9) Each member of either group of outside groups and from the circle group is submitting his work which includes the worksheet provided.
 - 10) Teachers and students together discuss the worksheets and confirm the concept of right and straighten out misconceptions.
- d. Checking understanding and providing feedback

Teachers checks students' understanding by holding a question and answers with the students and give a quiz relating to material learned at the end of the meeting.

- e. Providing an opportunity for advanced training and application.

Teachers provide advanced training to students in the form of homework.

2. Students' reading comprehension (Y variable)

- a. The students are able to find the main idea or topic
- b. The students are able to find the factual information
- c. The students are able to circle references
- d. The students are able to identify inference
- e. The students are able to understand the vocabulary in context of the reading

D. The Assumption and Hypothesis

1. The Assumption

Based on the theories and explanations above, the writer has assumption. If the teacher uses inside-outside circle technique well, the students' achievement in reading comprehension will be higher than before. In other words, the better the use of inside-outside circle technique (Variable X) the better Reading comprehension score (Variable Y) will be achieved by the students.

2. The Hypothesis

Based on the assumptions above, hypothesis of this study can be forwarded as follows:

Ho: There is no significant effect of inside-outside circle technique toward the students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru.

Ha: There is significant effect of using inside-outside circle technique toward the students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research was an experimental research. According to Gay and Airasian, experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship.¹³ The design of this research was quasi-experimental design, which used pre test and post test non equivalent control group design. In conducting this research, sample was taken from the population. The sample was divided into two groups, namely experimental group and control group. Pre test was given before treatment and post test was executed after treatment. The design of this research can be illustrated as follows:

Table 1
Research Design

Group	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1	-	Y_2

X_1 : The students' reading comprehension before treatment of experimental class

Y_1 : The students' reading comprehension before treatment of control class

T : Teaching reading by using inside-outside circle technique (treatment)

X_2 : The students' reading comprehension after treatment of experiment class

Y_2 : The students' reading comprehension after treatment of control class

B. The Location and Time of the Research

¹³ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, Sixht Edition; Prentice-Hall, New Jersey, 2000, p. 367

The research was conducted at the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru. The research started from March 2012.

C. The Subject and Object of the Research

The subject of this research was the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru. The object was the effect of using inside-outside circle technique to improve reading comprehension.

D. The Population and Sample of the Research

Population of this research was the whole students of the first year of Madrasah Darul Hikmah Pekanbaru, the total of the population of the first year students is:

Table 2
The Population of the Research

Class	Population		Total
	Male	Female	
IPA X A1	-	36	36
IPA X A2	-	36	36
IPA X B	17	-	17
IPS X AB1	12	17	29
IPS X AB2	16	18	34
Total	45	107	153

The total of the population is 153; there are 45 males and 107 females. The writer took two classes as sample, sample was chosen by using random sampling. The class IPA X A1 was the experimental class and the control class was X A2.

Table 3
The Sample of the Research

No	Class	Population	Sample
1	IPA X A1	36	Experimental Class
2	IPA X A2	36	Control Class
Total		72	72

E. The Data Collecting Techniques

In order to get some data that are needed to support this research, the investigator applies the technique as follows:

1. Observation

Observation was to know teaching activity in learning process by using inside-outside circle technique toward experimental group.

2. Test

The test was distributed to measure the student's reading comprehension. The test was divided into two tests; pre-test was given before the treatment, and post-test was given after doing the treatment. The type of the test was multiple choice.

F. The Item Difficulties

Before the items were used to get the data, all of them were tried out first. Try out was intended to know value of the test. The value itself was used to find out the level of difficulties. The standard of value used was ≥ 0.30 and ≤ 0.70 . The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Where:

FV= Difficulty level

R= the number of correct answer

N= the number of student

G. The Research Procedure

The procedures of this research were divided into two phases:

1. Procedures of Collecting Data for Experimental Group

a. Pre-test

The pre-test was made to determine the ability of the students selected as the sample. Items used for pre-test that consists of 20 items. The test was about reading comprehension.

b. Treatment

The treatment was conducted for experimental class only. The treatment was using inside-outside circle technique in teaching English part of reading comprehension. The length of the time to apply the strategy was eight meetings and every meeting was about 2 x 40 minutes.

c. Post-Test

After nine meetings (including pre-test), the post-test was done. The result of the post-test for experimental group was analyzed and used as the final data for this research.

2. The Procedures of Collecting Data for Control Group

a. Pre-test

The goals, items, and procedures of the test for control group were the same as experimental group; the difference was only on the time.

b. No treatment

c. Post-test

Post-test for both experimental and control group was administered after giving the treatment for experimental group. The result of the post-test for both experimental group and control group was analyzed and used as the final data for this research.

H. The Data Analysis Technique

In analyzing test data, the researcher used score of pre-test and post-test of the students. The score is classified into classification of students' score as follows:

Table 4
Classification of Students' Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

After the score was classified, the scores were analyzed by using statistical analysis t_{test} , variance, and homogeneity should be found first. Homogeneity test was used to find out whether the two classes have homogenous variance or not. The process to analyze the data is as follows:

- Find out the means score of control (M_x) and means score of experiment class (M_y). The formula is as follow:

$$M_x = \frac{\sum x}{N} \quad \text{and} \quad M_y = \frac{\sum y}{N}$$

Where:

M_x = Mean score of control class

M_y = Mean score of experiment class

X = Difference score of control class

Y = Difference score of experiment class

N = Number of students

- b. Find out the variance of control class $(\sum x^2)$ and the variance of experiment class $(\sum y^2)$. The formula is as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \quad \text{and} \quad \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

x^2 = Variance of control class

y^2 = Variance of experiment class

x = Difference score of control class

y = Difference score of experiment class

N = Number of students

- c. Find out homogeneity test. The formula is as follows:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

- d. To analyze the data of this research, the writer used formula is as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. Description of the Research Variable

This research consisted of two variables; they were X, teaching using inside-outside circle technique, and Y was students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru. Therefore, X was an independent variable and Y was a dependent variable.

2. Data Presentation

The researcher got the data of this research from students' post-test scores.

The data were collected through the following procedures:

- a. The students both control and experiment got pre-test, by asking them to answer the questions after they read the reading material given in conventional way.
- b. The students of experiment class got treatment, by using inside-outside circle technique.
- c. The students of control and experiment class got post-test by asking them to answer the questions after they read the reading material given.
- d. The students' answer sheets of both classes were collected in order to get the data about their reading text.

Table 5
Pre-Test of Experiment Class Score

NO	Sample	Score	Category
1	Student 1	60	Average to Good
2	Student 2	75	Average to Good
3	Student 3	55	Poor to Average
4	Student 4	50	Poor to Average
5	Student 5	50	Poor to Average
6	Student 6	55	Poor to Average
7	Student 7	55	Poor to Average
8	Student 8	65	Average to Good
9	Student 9	60	Average to Good
10	Student 10	45	Poor
11	Student 11	45	Poor
12	Student 12	65	Average to Good
13	Student 13	60	Average to Good
14	Student 14	60	Average to Good
15	Student 15	50	Poor to Average
16	Student 16	55	Poor to Average
17	Student 17	70	Average to Good
18	Student 18	70	Average to Good
19	Student 19	70	Average to Good
20	Student 20	55	Poor to Average
21	Student 21	60	Average to Good
22	Student 22	55	Poor to Average
23	Student 23	55	Poor to Average
24	Student 24	75	Average to Good
25	Student 25	65	Average to Good
26	Student 26	70	Average to Good
27	Student 27	60	Average to Good
28	Student 28	65	Average to Good
29	Student 29	70	Average to Good
30	Student 30	50	Poor to Average
31	Student 31	55	Poor to Average
32	Student 32	65	Average to Good
33	Student 33	75	Average to Good
34	Student 34	60	Average to Good
35	Student 35	75	Average to Good
36	Student 36	70	Average to Good

Based on the table above, it can be seen that the students' reading comprehension score can be categorized into good to excellent, average to good, poor to average, and poor. No one of students got good to excellent, 22 (61.1%) students

of 36 students got average to good, 12 (33.3%) students got poor to average, and 2 (5.6%) students got poor. To make the percentage of the students' reading comprehension score clearly, it can be seen in the following table:

Table 6
Percentage of Students' Reading Comprehension Score
in Pre-Test of Experiment Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0,0%
2	Average to Good	22	61,1%
3	Poor to Average	12	33,3%
4	Poor	2	5,6%
Total		36	100

Students' reading comprehension score in pre-test of experiment class falls into the level 60-79, meaning that, they belong average to good categories because the highest score is 22 (61.1%) of 36 students.

Table 7
Pre-Test of Control Class

No	Sample	Score	Category
1	Student 1	60	Average to Good
2	Student 2	55	Poor to Average
3	Student 3	60	Average to Good
4	Student 4	65	Average to Good
5	Student 5	50	Poor to Average
6	Student 6	45	Poor
7	Student 7	60	Average to Good
8	Student 8	65	Average to Good
9	Student 9	55	Poor to Average
10	Student 10	70	Average to Good
11	Student 11	50	Poor to Average
12	Student 12	65	Average to Good
13	Student 13	55	Poor to Average
14	Student 14	70	Average to Good
15	Student 15	50	Poor to Average
16	Student 16	70	Average to Good
17	Student 17	55	Poor to Average

18	Student 18	60	Average to Good
19	Student 19	60	Average to Good
20	Student 20	55	Poor to Average
21	Student 21	60	Average to Good
22	Student 22	65	Average to Good
23	Student 23	60	Average to Good
24	Student 24	50	Poor to Average
25	Student 25	65	Average to Good
26	Student 26	60	Average to Good
27	Student 27	65	Average to Good
28	Student 28	55	Poor to Average
29	Student 29	60	Average to Good
30	Student 30	65	Average to Good
31	Student 31	50	Poor to Average
32	Student 32	75	Average to Good
33	Student 33	70	Average to Good
34	Student 34	75	Average to Good
35	Student 35	70	Average to Good
36	Student 36	70	Average to Good

Based on the table above, it can be seen that the students' reading comprehension score can be categorized into good to excellent, average to good, poor to average, and poor. No one of the students got good to excellent categories, 24 (66,7%) students of 36 students got average to good, 11 (30,6%) students got poor to average, and 1 (2,8%) students got poor. To make the percentage of the students' reading comprehension score clearly, it can be seen in the following table:

Table 8
Percentage of Students' Reading Comprehension Score
in Pre-Test of Control Class

No	Category	Frequency	Percentage
1	Good to Excellent	0	0,0%
2	Average to Good	24	66,7%
3	Poor to Average	11	30,6%
4	Poor	1	2,8%
Total		36	100

Students' reading comprehension score in pre-test of control class falls into the level 60-79. Meaning that, they belong average to good categories because the highest score is 24 (66.7%) of 36 students.

The data were presented as the result of observation conducted by the researcher in the class. English teacher of Madrasah Aliyah Darul Hikmah Pekanbaru observed the researcher as long as the researcher taught the students by using inside-outside circle technique. The researcher presents the result of observation in appendix 11.

$$\text{Means: } \frac{\sum \text{observationscore}}{\text{writer's activity}} = \frac{2}{5} = 0,4 \text{ s}$$

$$\text{Percentage: } \frac{\sum \text{observationscore}}{\text{writer's activity}} \times 100\% = \frac{2}{5} \times 100 = 40\%$$

From the table above, the researcher had completed all of the aspects that had been observed. Every aspect improves from observation I until observation VIII. In observation I, the total researcher's activity is 2 (40%) of 5 indicators, in observation II is 2 (40%), in observation III is 3 (60%), in observation IV is 3 (60%), in observation V is 5 (100%), in observation VI is 5 (100%), in observation VII is 5 (100%), and in observation VIII is 5 (100%).

Furthermore, to know the score classification, the data can be interpreted into classification of teacher's score. From the teacher's classification score, it can be seen that 85% of the teacher's activity are categorized good to excellent. It means that the teacher had done all the indicators of teacher's activities.

Table 9
Post-Test of Experiment Class

No	Sample	Score	Category
1	Student 1	75	Average to Good
2	Student 2	75	Average to Good
3	Student 3	65	Average to Good
4	Student 4	55	Poor to Average
5	Student 5	65	Average to Good
6	Student 6	60	Average to Good
7	Student 7	70	Average to Good
8	Student 8	75	Average to Good
9	Student 9	70	Average to Good
10	Student 10	55	Poor to Average
11	Student 11	60	Average to Good
12	Student 12	65	Average to Good
13	Student 13	70	Average to Good
14	Student 14	70	Average to Good
15	Student 15	60	Average to Good
16	Student 16	65	Average to Good
17	Student 17	70	Average to Good
18	Student 18	75	Average to Good
19	Student 19	80	Good to Excellent
20	Student 20	65	Average to Good
21	Student 21	75	Average to Good
22	Student 22	65	Average to Good
23	Student 23	60	Average to Good
24	Student 24	80	Good to Excellent
25	Student 25	70	Average to Good
26	Student 26	80	Good to Excellent
27	Student 27	70	Average to Good
28	Student 28	75	Average to Good
29	Student 29	75	Average to Good
30	Student 30	70	Average to Good
31	Student 31	65	Average to Good
32	Student 32	75	Average to Good

33	Student 33	80	Good to Excellent
34	Student 34	85	Good to Excellent
35	Student 35	85	Good to Excellent
36	Student 36	75	Average to Good

Based on the table above, it can be seen that the students' reading comprehension can be categorized into good to excellent, average to good, poor to average, and poor. 6 (16,7%) students of 36 students got good to excellent, 28 (77,8%) students got average to good, 2 (5,6%) students got poor to average, and no one got poor. To make the percentage of the students' reading comprehension clearly can be seen in the following table:

Table 10
Percentage of Students' Reading Comprehension Score
in Post-Test of Experiment Class

No	Category	Frequency	Percentage
1	Good to Excellent	6	16,7%
2	Average to Good	28	77,8%
3	Poor to Average	2	5,6%
4	Poor	0	0,0%
Total		36	100

Students' reading comprehension score in post-test of experiment class falls into level 60-79, meaning that, they belong to average to good categories because the highest score is 28 (77.8%) of 36 students.

Table 11
Post-Test of Control Class

No	Sample	Score	Category
1	Student 1	60	Average to Good
2	Student 2	65	Average to Good
3	Student 3	60	Average to Good
4	Student 4	60	Average to Good
5	Student 5	55	Poor to Average
6	Student 6	50	Poor to Average
7	Student 7	65	Average to Good
8	Student 8	70	Average to Good
9	Student 9	50	Poor to Average
10	Student 10	55	Poor to Average
11	Student 11	60	Average to Good
12	Student 12	65	Average to Good
13	Student 13	55	Poor to Average
14	Student 14	70	Average to Good
15	Student 15	65	Average to Good
16	Student 16	75	Average to Good
17	Student 17	50	Poor to Average
18	Student 18	75	Average to Good
19	Student 19	65	Average to Good
20	Student 20	65	Average to Good
21	Student 21	60	Average to Good
22	Student 22	70	Average to Good
23	Student 23	55	Poor to Average
24	Student 24	65	Average to Good
25	Student 25	70	Average to Good
26	Student 26	60	Average to Good
27	Student 27	70	Average to Good
28	Student 28	65	Average to Good

29	Student 29	70	Average to Good
30	Student 30	70	Average to Good
31	Student 31	55	Poor to Average
32	Student 32	80	Good to Excellent
33	Student 33	75	Average to Good
34	Student 34	80	Good to Excellent
35	Student 35	75	Average to Good
36	Student 36	75	Average to Good

Based on the table above, it can be seen that the students' reading comprehension can be categorized into good to excellent, average to good, and poor to average. From 36 students, 2 (5.6%) students got good to excellent, 26 (72.2%) students got average to good category, 8 students (22.2%) got poor to average. To make the percentage of the students' reading comprehension clearly can be seen in the following table:

Table 12
Percentage of Students' Reading Comprehension Score
in Post-Test of Control Class

No	Category	Frequency	Percentage
1	Good to Excellent	2	5,6%
2	Average to Good	26	72,2%
3	Poor to Average	8	22,2%
4	Poor	0	0,0%
Total		36	100%

Students' reading comprehension in post-test of control class falls into level 60-79, meaning that, they belong average to good categories because the highest score is 26 (72.2%) students of 36 students.

B. The Data Analysis

Table 13
Calculated Table of Control and Experiment Class

Control Class				Experiment Class			
Student	Pre-Test	Post-Test	Difference	Student	Pre-Test	Post-Test	Difference
1	60	60	0	1	60	75	15
2	55	65	10	2	75	75	0
3	60	60	0	3	55	65	10
4	65	60	-5	4	50	55	5
5	50	55	5	5	50	65	15
6	45	50	5	6	55	60	5
7	60	65	5	7	55	70	15
8	65	70	5	8	65	75	10
9	55	50	-5	9	60	70	10
10	70	55	-15	10	45	55	10
11	50	60	10	11	45	60	15
12	65	65	0	12	65	65	0
13	55	55	0	13	60	70	10
14	70	70	0	14	60	70	10
15	50	65	15	15	50	60	10
16	70	75	5	16	55	65	10
17	55	50	-5	17	70	70	0
18	60	75	15	18	70	75	5
19	60	65	5	19	70	80	10
20	55	65	10	20	55	65	10
21	60	60	0	21	60	75	15
22	65	70	5	22	55	65	10
23	60	55	-5	23	55	60	5
24	50	65	15	24	75	80	5
25	65	70	5	25	65	70	5
26	60	60	0	26	70	80	10
27	65	70	5	27	60	70	10
28	55	65	10	28	65	75	10
29	60	70	10	29	70	75	5
30	65	70	5	30	50	70	20
31	50	55	5	31	55	65	10
32	75	80	5	32	65	75	10

33	70	75	5	33	75	80	5
34	75	80	5	34	60	85	25
35	70	75	5	35	75	85	10
36	70	75	5	36	70	75	5
Total	2190	2330	140	Total	2195	2530	335
Mean	60,83	64,72	3,89	Mean	60,97	70,28	9,31

From the table above, it can be found that $\sum N=36$, $\sum X_1=2190$, $\sum X_2=2330$, $\sum x=140$, $\sum Y_1=2195$, $\sum Y_2=2530$, and $\sum y=335$.

Furthermore, find out the means score of control (M_x) and means score of experiment class (M_y).

$$M_x = \frac{\sum x}{N}$$

$$M_x = 70,28$$

$$M_y = \frac{\sum y}{N}$$

$$M_y = 64,72$$

Then, Finding out the variance of control class ($\sum x^2$) and the variance of experiment class ($\sum y^2$) are as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 305.903$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N} \quad \sum y^2 = 262.153$$

From the analysis above, it is found that the means of control class is 6 and the variance is 3872. While the means of experiment class is 14.1 and the variance is 5535.6.

From the finding above, there is the difference between the experimental class and control class in term of means, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$f_{calculated} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

$$f_{calculated} = 1.167$$

The value of $f_{calculated}$ is compared with the value of f_{table} with dk denominator (36-1=35) and dk counter (36-1=35). Based on the dk and for 5%, f_{table} value is 1.69.

From the explanation, it was found that $f_{calculated}$ is less than f_{table} ($1.167 < 1.74$).

Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{70.27 - 64.72}{\sqrt{\left(\frac{305.9 + 262.0}{36 + 36 - 2} \right) \left(\frac{1}{36} + \frac{1}{36} \right)}} \\ &= \frac{5.55}{\sqrt{\left(\frac{568.06}{70} \right) \left(\frac{2}{36} \right)}} \end{aligned}$$

$$\begin{aligned}
&= \frac{5.55}{\sqrt{\frac{1136.1}{2520}}} \\
&= \frac{5.55}{\sqrt{0.451}} \\
&= \frac{5.55}{0.67} \\
t &= 8.27
\end{aligned}$$

By observing the data analysis, it can be described that $t_{calculated}$ is 8.27, then to prove whether there is a significant or not, $t_{calculated}$ is turned to level in alpha decision level (α) 0.05 and with the degree freedom 70 ($df = N_1 + N_2 - 2 = 36 + 36 - 2 = 70$). The degree freedom 78 was not found in the $t_{distribution}$ table. Therefore, the researcher had chosen the closest one that is 60. In the degree freedom of 60 was found that $t_{distribution}$ was 2.00. It can be concluded that $t_{calculated} > t_{distribution}$ (8.27 > 2.00). It means that H_a is *accepted* and H_o is *rejected*. In short, there is significant effect of using inside-outside circle technique to increase students' reading comprehension at the first year students of Madrasah Aliyah Darul Hikmah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestion concerning with students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru by using inside-outside circle technique.

A. Conclusion

Research findings about using inside-outside circle technique show that there is a significant difference between students who were taught conventionally and taught by using inside-outside circle technique. This can be seen in the comparison between two groups clearly.

In the first formulation of the problem, how is the implementation of inside-outside circle technique on students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru? It can be answered that implementation of inside-outside circle technique on students' reading comprehension can be classified into good to excellent. It can be seen that every aspect improves from observation I until observation VIII. In observation I, the total researcher's activity is 2 (40%) of 5 indicators, in observation II is 2 (40%), in observation III is 3 (60%), in observation IV is 3 (60%), in observation V is 5 (100%), in observation VI is 5 (100%), in observation VII is 5 (100%), and in observation VIII is 5 (100%). Classically, the teacher's activities in implementation inside-outside circle technique

fall into 85%. It means that the teacher has done all the indicators of teacher's activities.

1. In the last formulation of the problem, is there any significant effect of inside-outside circle technique on students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru? It can be answered that there is significant effect of inside-outside circle Technique on students' reading comprehension at the first year of Madrasah Aliyah Darul Hikmah Pekanbaru. This statement can be seen from the result of $t_{calculated}$ is higher than $t_{calculated}$ ($8.27 > 2.00$) in alpha decision level (α) 0,05 with the degree freedom ($d.f.$ 70). It means that H_0 is rejected and the H_a is accepted. In other words, there is significant effect of inside-outside circle technique in increasing students' reading comprehension.

B. Suggestions

1. Suggestion for the Teacher

The researcher hopes to English teacher to choose the effective method to increase students' reading comprehension. Related to the result of the research, the researcher offers some suggestions as follows:

- a. Inside-outside circle technique can give the students chance to apply their skill in reading comprehension. It is suggested that English teacher can adopt and apply this technique in order to improve the students' reading comprehension.
- b. English teacher should have various techniques in teaching and learning process especially in teaching reading comprehension.

2. Suggestion for the Students

- a. The students may realize that reading is very important.
- b. The students may use inside-outside circle technique to help their reading comprehension.
- c. The students may be able to understand the written English.

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A. Silabus Bahasa Inggris

Kurikulum Satuan Tingkat Pendidikan (KTSP)

Kelas/Semester: X/2

Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pokok		Pengalaman Belajar	Penilaian
			Jenis Teks/Functional Text	Contoh Teks		
SIKLUS LISAN (SPOKEN CYCLE) MENDENGARKAN Memahami makna teks percakapan transaksional resmi dan tak resmi secara akurat, lancar dan berterima untuk memenuhi kebutuhan sehari-hari dan mengakses ilmu pengetahuan.	Merespon makna dalam percakapan transaksional dan interpersonal resmi dan tak resmi secara akurat, lancar dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur berterima kasih, memuji, mengucapkan selamat, menggunakan ungkapan terkejut, menggunakan ungkapan rasa tak percaya	Bereaksi atau merespon dengan benar terhadap tindak tutur: berterima kasih, memuji, mengucapkan selamat, menggunakan ungkapan terkejut, menggunakan ungkapan rasa tak percaya		<ul style="list-style-type: none"> • Berterima kasih <i>mis. Thank you Thanks anyway</i> • Memuji <i>mis. A: That's a lovely cake</i> <i>B: Thank you</i> • Mengucapkan Selamat <i>mis. A: Congratulation!</i> <i>B: Thank you</i> • Menggunakan ungkapan terkejut. <i>mis. Really! Oh?</i> • Menggunakan ungkapan rasa tak percaya <i>mis. Are you serious? Oh, no! that's not true</i> 	<ul style="list-style-type: none"> • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal. • Mendiskusikan berbagai tindak tutur yang didengar melalui tape secara klasikal. • Mendengarkan percakapan transaksional/interpersonal yang dilakukan oleh teman. • Mendiskusikan berbagai tindak tutur yang dilakukan oleh teman. • Membaca dialog • Melafalkan berbagai tindak tutur dalam bentuk resmi dan tak resmi • Menggunakan tindak tutur yang sesuai untuk suatu pernyataan/situasi yang 	<i>Performance assessment</i> <i>Responding</i> Tugas rumah Tugas Proyek Dialog/ Percakapan Monolog Hasil Tulisan

<p>BERBICARA</p> <p>Mengungkapkan makna dalam percakapan transaksional resmi dan percakapan yang berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.</p>	<p>percaya</p> <p>Mengungkapkan makna dalam percakapan transaksional dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dalam ragam bahasa lisan sederhana yang melibatkan tindak tutur berikut; berterima kasih, memuji, mengucapkan selamat, menggunakan ungkapan terkejut, menggunakan ungkapan rasa tak percaya</p>	<p>Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional;</p> <p>berterima kasih, memuji, mengucapkan selamat, menggunakan ungkapan terkejut, menggunakan ungkapan rasa tak percaya</p>			<p>diberikan.</p> <ul style="list-style-type: none"> • Melengkapi dialog dengan tindak tutur yang sesuai. • Mendiskusikan model percakapan berpasangan • Membaca penjelasan kalimat langsung/tidak langsung • Mendiskusikan kalimat langsung/tidak langsung • Menjodohkan ungkapan dengan contohnya • Mengidentifikasi ungkapan pada suatu dialog • Menggarisbawahi ungkapan yang dimaksud pada suatu percakapan • Mempraktekkan dialog • Menjawab pertanyaan tentang percakapan • Tanya-jawab dengan teman • Membuat dialog berpasangan sesuai dengan situasi yang diberikan • Mempraktekkan dialog di depan kelas <ul style="list-style-type: none"> • Mendengarkan teks monolog dengan bantuan audio • Melengkapi teks monolog dengan kata yang didengar • Menjawab
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<p>MENDENGAR KAN</p> <p>Memahami makna dalam teks monolog yang berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.</p>	<p>- Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi sederhana dalam berbagai konteks situasi.</p>	<p>- Merespon teks lisan fungsional pendek</p> <p>- Merespon teks monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i></p>	<p>Narrative</p>	<p>B. I Did Not Mean</p> <p>C. To Hurt You</p> <p>“Hello ... Yustita!” Lucy’s voice surprised me. Why not? She never comes so early like this morning. She usually comes a few minutes before the bell rings.</p> <p>“Hi! What is wrong? You don’t look yourself today. Why did you come so early today?”</p> <p>“My father gave me a lift. By the way,. have you heard anything about “Elsa?”</p> <p>“What is the matter</p>	<p>pertanyaan</p> <ul style="list-style-type: none"> • Mendengarkan teman mendongeng • Mendengarkan teman mendeskripsikan suatu benda • Mendengar teman melakukan <i>news item</i> • Mendeskripsikan bagian-bagian tubuh hewan/manusia • Melafalkan kata-kata pada teks monolog • Melengkapi dialog berdasarkan iklan/kartu undangan yang dibaca • Melakukan Tanya-jawab • Membaca teks monolog • Mendiskusikan teks monolog yang didengar • Membedakan teks lisan dan teks tulisan • Menjawab pertanyaan • Mendiskusikan organisasi dan ciri kebahasaan
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<p>BERBICARA</p> <p>Mengungkap</p> <p>makna</p> <p>dalam</p> <p>teks</p> <p>monolog</p> <p>yang</p> <p>berbentuk</p> <p><i>narrative,</i></p> <p><i>descriptive</i></p>	<p>- Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan populer secara akurat, lancar dan berterima dalam teks berbentuk: <i>narrative, descriptive</i> dan <i>news item</i></p> <p>- Melakukan teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi/tidak resmi.</p> <p>- Melakukan teks monolog lisan berbentuk <i>narrative, descriptive</i> dan <i>news item</i></p> <p>- Mengungkapkan</p>		<p>Descriptive</p>	<p>with her?" I asked.</p> <p>"Haven't you heard? Everyone at school has," she replied.</p> <p>"What is it? Would you tell me, please?" I begged her.</p> <p>"O.K., She is falling in love with Iwan. Don't you know? She is your classmate, isn't she?"</p> <p>"You are kidding! I can't believe it is true. As far as I know, she is a calm girl. But... how about Iwan's response?" I asked her (to be continued)</p> <p>Do you like birds ? Do you have one at home? I have one. It's a cockatoo. It's the most beautiful bird I have ever had. I call it BB. Well, BB is originally native to Philippines. BB has a stiff feathered crest and powerful hooked beak. Her body size lies between 30 and 32 centimeters. You see, BB is a clever cockatoo. She is clever at mimicking a human's speech. She can say, "Good morning. How are you today?" or sing "Twinkle, twinkle Little Stars". She whistles very loudly when she is cheerful. Every body finds her amusing. BB has wonderful feathers. She has blue feathers with bright markings. The combination of blue, orange and pink makes her look cute. You know what, she can</p>	<p>teks monolog</p> <ul style="list-style-type: none"> • Mengidentifikasi struktur dan ciri-ciri kebahasaan teks monolog • Melengkapi kalimat dengan ciri kebahasaan teks monolog yang dimaksud. • Bekerjasama dengan teman membuat dongeng • Bekerjasama dengan teman mendeskripsikan suatu hewan/tempat/ seseorang • Mendongeng secara individu • Mendeskripsikan suatu hewan/tempat/ seseorang secara individu • Membuat interview
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e dan	makna			finish up two ears of corn every day and she drinks a lot.	
news item	dalam teks lisan fungsi onal pend ek (misalnya pengu mum an dll.) resmi dan tak resmi yang meng gunakan ragam bahas a lisan sederhana dalam berba gai konte ks situas i.			Good morning listeners. It's ten o'clock in the morning and you're listening to Headline News in 007 Archid FM. I'm Mike Tjokro. The first newsworthy event comes from Moscow. A Russians journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed ten sailors and contaminated an entire town.	
sederhana				Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo 22, near Vladivostock.	<ul style="list-style-type: none"> • Menanggapi gambar/foto • Mendeskripsikan • Menjodohkan kata sifat dengan antonimnya • Menjodohkan kata dengan definisinya • Membaca teks • Membaca Pengumuman/surat • Melafalkan kata-kata pada teks • Menjawab pertanyaan • Melengkapi kalimat dengan informasi teks yang dibaca • Mengubah headline menjadi kalimat utuh • Berdiskusi dengan teman mengenai teks yang dibaca • Melengkapi
secara				The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fallout. The base and nearby town, were covered up by officials of the Soviet Union. Residents were told that the explosion was in the reactor of the Victor Submarine. It was said to be a 'thermal' and not nuclear explosion. Those involved in the clean up operation to remove more than 600 tons of contaminated material were sworn to secrecy.	
akurat,				A board of investigators was later to describe it as the	
lancar,					
dan					
berterima					
dalam					
konteks					
kehidupan					
sehari-					
hari dan					
mengakse					
s ilmu					
pengetah					
uan					
populer.					
-	Mengungkapkan makna dalam teks monolog sederhana yang menggu				

<p>nakan bahasa ragam lisan populer secara akurat, lancar dan berterima dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i> dan <i>news item</i></p>	<p>- Mengidentifikasi makna dalam teks tulis fungsional dan teks berbentuk: <i>narrative</i>, <i>descriptive</i> dan <i>news item</i></p> <p>- Mengidentifikasi langkah-langkah retorika dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i> dan <i>news item</i></p>	<p>Letter</p>	<p>worst accident in the history of the Soviet Navy.</p> <p>OK listeners, that's the first news for today. I am coming back soon with some other important news. So, stay tuned to 007 FM <i>Archid</i> Radio Station.</p> <p>Dearest Mom,</p> <p>Mom, I couldn't wait myself to tell you about my new girl friend. Last month I met a girl in my college. Her name is Elizabeth. I call her Lizzy for short. She comes from Jakarta but she lives in Semarang with her aunt. Lizzy is a slim girl of average height. Her short wavy jet-black hair makes her look young and fresh. She is a charming and gentle girl and has a pleasant manner. I like her because she understands me very much and she is always ready to hear my opinion.</p> <p>Mom, when are you going to Semarang again ? When you do, I will introduce Lizzy to you, Mom. I'm sure you'll like her very much. So, I'm expecting to see you soon. Bye Mom!</p> <p>Love,</p>	<p>paragraph/teks dengan kata yang sesuai</p> <ul style="list-style-type: none"> Memperhatikan organisasi teks dan ciri-ciri kebahasaan teks Membaca penjelasan mengenai ciri kebahasaan teks Melengkapi teks dengan bentuk kata kerja yang sesuai Membuat kalimat Menggabungkan kalimat Menemukan ciri kebahasaan yang dimaksud pada teks Menentukan orientasi cerita dengan metode berbeda Menentukan nama/term untuk tiap bagian teks Melengkapi deskripsi seseorang Membetulkan ejaan, huruf besar, tanda baca dari suatu teks Bekerjasama dengan teman menulis deskriptif informasi yang disediakan Bekerjasama dengan teman menyusun paragraf menjadi teks utuh Bekerjasama dengan teman membuat setting/klimaks/ending Bekerjasama dengan teman membuat
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				George	<p><i>campaign flyer</i></p> <ul style="list-style-type: none"> • Bekerjasama dengan teman melengkapi isi berita yang hilang • Membuat kartu ucapan • Menulis teks <i>descriptive</i> secara individu • Menulis teks <i>narrative</i> secara individu • Menulis teks <i>news item</i> secara individu
		<p>-Menulis teks fungsional pendek resmi dan tak resmi</p> <p>- Menulis teks berbentuk <i>narrative, descriptive</i> dan <i>news item</i></p>		<p>Mathilda Loise was one of those pretty and charming girls who seemed to have been born through some mistakes of fortune into the wrong family. She let herself get married to a lowly-paid clerk, Frau Loisel, who worked at the Department of Education in Paris. She was unhappy because of the poor flat in which she lived, with its shabby furniture. All day long she would think of the beautiful houses of wealthy people.</p> <p>Debby Putti is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby becomes a famous model when she won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004.</p> <p>Debby is brown - skinned.</p> <p>She is tall and slender. She is 17 years</p>	
			Narrative		

<p>MEMBAC</p> <p>A</p> <p>Memaha</p> <p>mi makna</p> <p>dalam</p> <p>teks</p> <p>fungsi</p> <p>ional</p>	<p>- Meresp on makna dalam teks fungsi ional pendek (mis. <i>pengum uman, petunju</i></p>		<p>Descriptive</p> <p>old. Debby has wavy, short, black hair,</p> <p>a pointed nose and rather big ears. Her</p> <p>face is oval and her cheeks are dimpled</p> <p>when she smiles. Debby <u>is</u> an</p> <p>attractive girl in her blue jeans.</p> <p>She likes wearing a cotton jacket</p> <p>and a T-shirt. She always wants to feel</p> <p>relaxed. She <u>is</u> neat and well- dressed.</p> <p>Debby is a cheerful and friendly girl.</p> <p>Everybody likes her because she is</p> <p>humorous and creative girl. She gets</p> <p>on well with other people and she</p> <p>never forces her opinion to others.</p> <p>But sometimes Debbyis short-tempered</p> <p>when she loses her needful things.</p> <p>Her hobbies are cooking Japanese food, shopping and singing. Debby <u>has</u> a beautiful voice and her favorite singer is Kris Dayanti.</p> <p>Missing</p> <p>Dian, a three-year-old, has been reported missing. She has short</p>
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pendek	<p><i>k dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis.</i></p> <p>- Meresp on makna dan langkah - langkah retorika teks tulis monolog/esei sederhana na secara akurat, lancar dan berterima dalam teks berbentuk uk: <i>narrative, descriptive dan news item</i></p>			<p>curly hair and dimples when she smiles. She was last seen wearing a white shirt and red shorts.</p> <p>If you see a child who looks like the little girl in the picture please call Mr Jeckyl at 9333-3333</p> <p>Vote for Susan Daron</p> <p>Earthquake jolts Japan capital</p> <p>TOKYO (Reuters) – A slight earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage. A spokesman for the Japan meteorological agency said, “ An earth tremor was registered in Tokyo but there are no reports of casualties or damage.</p> <p>The earth tremor struck shortly after midnight Tokyo time- just after midnight Tokyo time.</p> <p>Residents of central Tokyo said the tremor was the strongest for several months in the capital. (taken from : Bangkok Post, 2004)</p>	
dan teks					
tulis					
monolog/					
esei					
sederhana					
berbentuk					
<i>narrative,</i>					
<i>descriptiv</i>					
e dan					
<i>news item</i>			Announcement		
dalam					
konteks					
kehidupan					
sehari-					
hari dan					
mengakse					
s ilmu					
pengetah					
uan					
populer					

Campaign Flyer

News Item

- Mengungkapkan makna dalam teks tulis fungsional pendek (mis. *kartu ucapan, pengumuman dll.*) resmi dan tak resmi secara

<p>MENULIS</p> <p>Mengungkapk an makna dalam teks tulisan fungsional pendek dan teks tulis monolog/esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari</p>	<p>akurat, lancar dan berteri ma menggu nakan ragam bahasa tulisan.</p> <p>- Mengun gkapkan makna dan langkah retorika teks tulisan monolo g/esei sederha na secara akurat, lancar dan berteri ma dalam teks berbent uk: <i>narrativ e</i>, <i>descripti ve</i> dan <i>news item</i></p>					
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dan
mengakses
ilmu
pengetahuan
populer.

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Lesson Plan

School : Madrasah Aliyah

Subject : English

Class/ Semester : X/ II

Meeting : 1

Time : 2 x 40 minutes

I. Standar Competence

Understanding reading comprehension

II. Basic Competence

Identify reading comprehension

III. Indicator

1. Identify the main idea or topic
2. Identify the factual information
3. Identify references
4. Identify inference
5. Identify the vocabulary in context of the reading

IV. The Goals of learning

1. The students are able to find the main idea or topic
2. The students are able to find the factual information
3. The students are able to reference
4. The students are able to identify inference

5. The students are able to understand the vocabulary in context of the reading

V. Method of Learning

Learning Method : inside outside circle technique

VI. Tools and Resources

Tools : Dictionary, translator

Resources : Buku Bahasa Inggris SMA sederajat Kls X penerbit Erlangga

VII. Activities of Learning

1. Introduction (8 minutes)

- a. Absent
- b. Teacher explains the indicators of learning
- c. Teacher prepares students, attracting the attention of students, focusing students to participate in learning
- d. Teacher informs the learning model used with using inside outside circle technique.

2. Main activities

- a. Teacher is doing a presentation or demonstration of subject matter (15 minutes)
- b. Activity (35 minutes)

Teachers provide guidance, training activities carried out in groups with groups that have been determined. The steps are as follows:

1. The teacher directions student to make two groups circle and giving to all students a worksheet
 2. Two groups of pairs the outer circle and inner circle to discuss students worksheet. The discussion was carried out by all partners at the same time.
 3. Then the group that exist on the outer ring still in place, while the group that exist in the inner circle move clockwise.
 4. And so on group's inner circle continues to move until they returned to their original position.
 5. In this position, each group discussion back to take the final decision and submit the results of his work which includes the worksheets provided.
 6. Teacher and students discusses, and the teacher gives the student evaluation.
3. Closing (22 minutes)
- a. Teacher and students concludes the lesson
 - b. Quiz
 - c. Teacher gives homework

VIII. Assessment

- a. Teqhnique : Written test
- b. Form : Multiple choice

The English Teacher

Researcher

Drs. Bunyana

Abdul Hadi

Headmaster

Madrasah Aliyah Darul Hikmah Pekanbaru

Hikmatulloh, S.Ag., S.Pd., M.Sy.

Appendix. 3. Reading Pretest Trial

Reading Test

Direction!

- This test consist of 22 questions
- The questions consist of reading test
- Choose and cross (x) a, b, c, or d for the best answer in following sentences
- Thank you kindness to cooperate in answering

Reading Passage

I HATE MONDAY

Monday is the day that Johny hates. On this day, he has a lot of things to do. He does not really look forward to this day.

On Monday, he gets up at 06.00 A.M and he has to rush to the bathroom because he realizes time for praying is almost over. He has to do some jobs before going to school; tidying up the room, sweeping the floor, etc. he has to get dressed quickly unless he would be late. Everything is rush, rush, rush. Johny sighs and says: I Hate Monday

He has to attend classes from eight to two as usual. He has to directly go to post office to mail some letters. He must go to his English course, which starts at 04.00. He must attend the class because he has been absent from the class for the last 2 meetings. He must be in the class. Otherwise, he has to take postponement due to over absence. As he gets a group work from the school, Johny has gone to Anton's house to have a group discussion. The group work must be finished by tonight, because it is due tomorrow morning.

1. Based on the text above, what is the main idea from the last paragraph?
 - a. Johny activities classes and course
 - b. Johny activities on Monday
 - c. Johny classes from 08.00A.M until 04.00 P.M
 - d. Johny meeting in Anton house every Monday
2. What does the passage talk about?
 - a. Johny does not like Monday
 - b. To explain about Johny hates the daily activities in Monday
 - c. Tell us about Johny activities from Monday until next Monday
 - d. The advantages of Johny activities in Monday
3. Based on the text above, the definition about "Postponement "is?
 - a. Badely b. Clearly c. Lately d. Pending

4. Monday is very full activities for Johnny. It is the main idea of paragraph?
a. Two b. one and two c. three d. one
5. Which of these statements is true?
a. Johnny never attend his classes from 07.00 A.M until 06.00 P.M
b. He must not attend the English course for the last 2 meetings
c. Johnny likes Monday because he can come to Anton's house
d. Johnny has to pray in every Monday

Reading passage:

MOTHER'S DAY

Mother's day is one of public holidays in the US which is celebrated on the second Sunday in May. It was designated a national holiday in the US in 1914. On this day, American children of all ages try to show in some tangible way how much they appreciate what their mother has done for them.

Many children do this by serving their mothers breakfast in bed. It is also common from young children to give their mother something that they have made themselves.

For older children, flowers and candies are the more common gift. The official flower for Mother's Day is the red carnation but bouquet of other spring flowers or flowering plants are also popular.

Mother's Day is the busiest day of the year for American restaurants as it is "forbidden" for Mom to cook on her day.

6. "It" in the first paragraph line 2 refers to?
a. Public Holiday b. United States
c. National Holiday d. Mother's Day
7. Based on the text above, which the statement is "False"?
a. Many people celebrated Mother's Day
b. Children serve their mother's breakfast in dining room
c. Mothers Day is celebrated once a year
d. Mother's Day is the busiest day of the year for America
8. The main idea of the second paragraph is?
a. Many children serve their mother's bed
b. Many children make cake for their mother's in Mother's Day
c. Young children give their mother flower
d. Many children serve their mother's breakfast in bed

9. Based on the text above, the meaning of “Appreciate” is?
 a. Cost b. Price c. Value d. Serve
10. What does the passage talk about?
 a. Tell us about how the children appreciate their mother’s
 b. Talking about young children that can make something by themselves
 c. Talking about many children in the world can make breakfast for their mother’s
 d. Talking about Mother’s Day in the US in 1914

Reading Passage

Lia always remembers a happy time when she was small. The following is her childhood memory.

WONDERFUL DAYS

When I was little girl, I spent my happiest moment on the house full of love. My father brought me wherever he went even when he had to work late or was out of town on business. My Mother taught me how to write and drew beautiful pictures on my book. In the evening she sang a song for me and told stories before I went to bed.

On Sundays we usually had picnic or camped in a good place where I could play hide-and-seek with my brothers and sisters. Sundays were always wonderful times.

11. The main idea of the first paragraph is?
 a. The happiest moment in Lia’s house
 b. Lia’s father always create sweet moment
 c. Lia’s father and mother are very kindness
 d. Lia’s house is very wonderful and beautiful
12. “She” in the first paragraph line 4 is refers to?
 a. Lia b. Lia’s Mother c. Lia’s sister d. Lia and Mother
13. Which is the statement is “True”?
 a. Lia usually went out on Sunday
 b. Lia sister taught her how to write
 c. On Sunday they spent their time at the beach
 d. Lia always heard stories before went to bed
14. The meaning of “Hide-and-seek” is?
 a. Looking a friend b. Finding a friend

20. Which of the following statement is “True”?
- Most of the students in Brazilian arrive on time
 - In Brazilian, the students who always come late is more successful than a person who always on time
 - In American, students never on time
 - The professors ask to students to enter the class on time.

Read the text below carefully and answer the question!

There is a new hotel in my city. It is a four star hotel. It is located downtown. The hotel is not very big but the architecture is very beautiful. It looks like a classis castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sport facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and karaoke room.

The pictures of the room in the brochure are very nice. The rooms look very comfortable. It they contain a big spring bet with the big pillows, a nice sofa, a wardrobe and a television system with programmes from all over the world. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The brochure says “Hospitality is our trademark”. The staffs of that hotel, from the receptionists, housekeepers, and bellboys are trained to be polite and to help guests in any way they can.

21. Why that hotel looks different from the others? Because
- It is very tiny and has many facilities
 - It very big and has complete facilities
 - That hotel is located in the downtown
 - That hotel is unique and It looks like a classis castle in Europe
22. The staffs of the hotel are trained to be polite, why? Because
- They cannot be polite person
 - Their politeness can make the guest be comfortable.
 - They should be asked by the guest to take everything
 - They will be a servant for all guests.

Appendix. 4. Reading Post Test Trial

Smoking in Restaurant

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

1. Smoking in the restaurants must be avoided because.....
 - a) It is harmful to others
 - b) It is impolite
 - c) It's dangerous to the smokers
 - d) It can cause heart and lung disease
 - e) All answers are correct

2. Smoking in restaurant should not be allowed. It means that.....
 - a) people should do smoking in restaurant
 - b) people should not do smoking in restaurant
 - c) people must not smoking in restaurant
 - d) people must not smoke in restaurant
 - e) people should smoke in restaurant

3. We have many reasons to say that smoking must be avoided. The word reasons mean.....
 - a) conclusion
 - b) point of view
 - c) argument
 - d) reinforcement
 - e) statement

- 4.. The synonym of the word dangerous in the text is.....
 - a) rude
 - b) impolite
 - c) health risk
 - d) harmful
 - e) disease

5. Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.
The sentence above characterize as..... of the text.
- a) thesis
 - b) arguments
 - c) reiteration
 - d) topic sentence
 - e) supporting details

Dust Bin

To improve comfort and cleanliness at our school, a number of dust bins should be increased.

When we look at classrooms, school corridors and school yard, there are paper mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really hinders learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cup or glasses. They can be filled out with water coming from the rain. This can be placed for dengue mosquitoes to spread out. Besides, these rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything litters are scattered everywhere.

Anyway I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust binds in our schools are not enough. Ore dust bins should be put beside each of steps, outside of the classrooms, and some more also the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

6. What is the writer's suggestion?
- a) To buy more dustbins
 - b) To hire more gardeners
 - c) To use dustbins efficiently
 - d) To ask parents to give more dustbins
 - e) To ask students to clean the school
7. According to the writer, more dust bins..... in every ten meters.
- a) should be decorated
 - b) should be painted
 - c) should be placed
 - d) are unnecessary
 - e) are not required

8 What is the writer's intention? To readers to do something good.

- a) inform
- b) explain
- c) describe
- d) entertain
- e) persuade

9. synonym of uncleanliness in the text is?

- a) dirty
- b) bad
- c) clear
- d) dangerous
- e) noise

10 what is generic structure in line 15 and 16?

- a) Thesis
- b) argument
- c) recommendation
- d) complication
- e) resolution

Watch your Kids While Watching TV

Television becomes one of the most important devices which take place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, 5especially violence, pornography, consumerism, and so on.

6Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms
- Review the rating of TV shows which your children watch
- Watch television with your children and discuss what is happening in the show

11. Based on the text above, why is television danger for the children?

- a) Because it is fun
- b) Because it is interesting.
- c) Because it makes they will have bad behavior
- d) Because it is amazing
- e) Because it is happy

12. What time the children watch in each day ideally?

- a) One – three hour
- b) Two- four hour
- c) One- two hour
- d) Two-three hour
- e) Two-six hour

13. It refers to...., in first line?

- a) Family
- b) Children
- c) Television
- d) House
- e) Tranfortation

14. What is synonym word consumerism?

- a) Unlike
- b) Using
- c) Uninterested
- d) Welling to Use something
- e) Bad

15. What is line as argumentative?

- a) 2
- b) 4
- c) 6
- d) 8
- e) 10

USE ENGLISH

Many of us are dismayed about the quality of our education, which is not commensurate with the high cost spent on school fees. It is way below our expectations if we compare our graduates with those who studied overseas, especially concerning the mastery of English.

It is important to know that most of employments require competence in English, for office work and correspondence. Government officials, speakers, writers and observers use a lot of English.

Then the important thing is to use English as a medium in schools so that we can compete with graduates from abroad. All students have studied English since they are in junior high school. Even some of them had been introduced with English when they were in elementary school. However, lots of graduates have less English skills. Learning English is difficult but it is more difficult to customize us with it. Then, it will be beneficial to have TV films in English like in Singapore. It will help to increase our graduates' competence in English.

16. What is the main idea in paragraph two..

- a) Mastery English is difficult
- b) Mastery English is important for as candidate employee
- c) Mastery English is easy for employee
- d) Mastery English is important to know for employee that use a lot English
- e) Mastery english is not easy

17. Based on the text, who are have to learn English.....

- a) All of level students
- b) The primary students
- c) The elementary students
- d) Employee
- e) Workers

18. It refers to..... in line four

- a) English
- b) Employee
- c) Mastery of English

- d) Worker
- e) ability

19. What is the synonym of the “spent”

- a) Be economical
- b) Extravagant
- c) Expensive
- d) Cheap
- e) Easy

20. what are the generic structure of the text?

- a) thesis, argumentation, conclusion.
- b) thesis , recommendation, conclusion.
- c) thesis, conclusion, argumentation, recommendation.
- d) thesis, recommendation, argument.
- e) thesis, argumentative, recommendation

What s beauty?

Ideas about what makes people physically attractive are always changing. When we think of a man who is handsome or women who is beautiful, our ideas are influenced by who we know and where we live. They are also changed by the era we live in.

Kids’ ideas of what is beautiful are often shaped by the toys and pop stars they see around them. One of the greatest examples is Barbie, a toy for girls introduced in 1959. If the Barbie were a real woman, she would be 2.1 meters tall, have a chest that was 96 centimeters, a waist of the 45 centimeters and hips of 83 centimeters. But she would only weigh 50 kilograms. These influence boys’ decisions about how attractive they find girls.

Adding to imagine presented boy toys are the so-called “supermodel”, women whose unusual appearance is used in countless advertisement for clothing and beauty products.

So, what’s the problem with having unrealistic standards for beauty? Well, there are several problems. For one, it lowers a young woman’s self-image to try compare herself to someone she can never be. Second, some young women are

who cannot look like supermodels end up starving themselves. Third it is expensive: the beauty industry sells dissatisfaction with women's body in order to make profit.

Therefore, be grateful for what you are, if you are self-confident, healthy and smart. Your inner beauty would be reflected through your manner and behavior.

21 . What is main purpose of this article?

- a. To describe beautiful is good
- b. To recommend the beauty are self-confident, healthy and smart
- c. To explain what is beauty
- d. To recommend be a superstar
- e. To recommend be like a Barbie

22. What is synonym of the phrase unrealistic in the four paragraphs?

Standard

- a. Abstract
- b. Real
- c. Dream
- d. Thinking
- e. Clean-up

Post test

MS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221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Rangkuman

PRE TEST

No	Indeks Kesukaran	Daya Beda	Keterangan
1	0,77	0,23	valid
2	0,50	0,50	valid
3	0,82	0,18	DROP
4	0,45	0,55	valid
5	0,55	0,45	valid
6	0,45	0,55	valid
7	0,73	0,27	valid
8	0,50	0,50	valid
9	0,68	0,32	valid
10	0,50	0,50	valid
11	0,45	0,55	valid
12	0,55	0,45	valid
13	0,55	0,45	valid
14	0,45	0,55	valid
15	0,68	0,32	valid
16	0,50	0,50	valid
17	0,64	0,36	valid
18	0,45	0,55	valid
19	0,55	0,45	valid
20	0,36	0,64	valid
21	0,86	0,14	DROP
22	0,45	0,55	valid

POST TEST

No	Indeks Kesukaran	Daya Beda	Keterangan
1	0,68	0,32	valid
2	0,55	0,45	valid
3	0,86	0,14	DROP
4	0,45	0,55	valid
5	0,73	0,27	valid
6	0,45	0,55	valid
7	0,68	0,32	valid
8	0,50	0,50	valid
9	0,68	0,32	valid
10	0,41	0,59	valid
11	0,45	0,55	valid
12	0,55	0,45	valid
13	0,68	0,32	valid
14	0,50	0,50	valid
15	0,68	0,32	valid
16	0,59	0,41	valid
17	0,82	0,18	DROP
18	0,50	0,50	valid
19	0,55	0,45	valid
20	0,50	0,50	valid
21	0,68	0,32	valid
22	0,45	0,55	valid

Appendix. 8. Research Score PRE-TEST KELAS EKSPERIMEN

PRE-TEST KELAS EKSPERIMEN																								
NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumlah	Nilai	Category	
1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	1	12	60	Average to Good		
2	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	15	75	Average to Good		
3	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	1	11	55	Poor to Average		
4	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	10	50	Poor to Average		
5	1	0	1	0	1	1	1	0	1	0	0	1	0	1	0	1	0	1	0	10	50	Poor to Average		
6	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	11	55	Poor to Average		
7	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1	11	55	Poor to Average		
8	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	0	1	13	65	Average to Good		
9	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	0	1	12	60	Average to Good		
10	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	9	45	Poor		
11	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	9	45	Poor		
12	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	13	65	Average to Good		
13	1	0	1	1	0	1	0	1	1	1	0	0	1	0	1	0	1	0	1	12	60	Average to Good		
14	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	12	60	Average to Good		
15	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	1	10	50	Poor to Average		
16	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	1	0	1	1	11	55	Poor to Average		
17	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	14	70	Average to Good		
18	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	14	70	Average to Good		
19	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	14	70	Average to Good		
20	1	0	1	0	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	11	55	Poor to Average		
21	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	0	1	0	1	12	60	Average to Good		
22	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	11	55	Poor to Average		
23	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	11	55	Poor to Average		
24	0	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	15	75	Average to Good		
25	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	13	65	Average to Good		
26	1	0	1	0	1	0	1	1	1	0	1	0	0	1	1	0	1	0	1	14	70	Average to Good		
27	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	12	60	Average to Good		
28	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	13	65	Average to Good		
29	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	14	70	Average to Good		
30	1	0	1	0	1	0	1	1	0	1	1	0	0	0	1	0	1	0	1	10	50	Poor to Average		
31	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	11	55	Poor to Average		
32	1	1	0	1	0	1	1	1	1	0	1	0	0	1	0	1	0	1	1	13	65	Average to Good		
33	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	15	75	Average to Good		
34	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	0	1	12	60	Average to Good		
35	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	15	75	Average to Good		
36	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	0	1	14	70	Average to Good		
Jumlah																						439	2195	
R																						1219	6092	

POST-TEST KELAS EKSPERIMEN

POST-TEST KELAS EKSPERIMEN																								
NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumlah	Nilai	Kategori	
1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	15	75	Average to Good	
2	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	15	75	Average to Good	
3	0	1	1	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	13	65	Average to Good	
4	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	11	55	Poor to Average	
5	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	13	65	Average to Good	
6	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	12	60	Average to Good	
7	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14	70	Average to Good	
8	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	15	75	Average to Good	
9	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	14	70	Average to Good	
10	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	11	55	Poor to Average	
11	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	12	60	Average to Good	
12	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	13	65	Average to Good	
13	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	14	70	Average to Good	
14	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	14	70	Average to Good	
15	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	12	60	Average to Good	
16	1	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	13	65	Average to Good	
17	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	14	70	Average to Good	
18	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	15	75	Average to Good	
19	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	16	80	Good to Excellent	
20	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	13	65	Average to Good	
21	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	75	Average to Good	
22	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	13	65	Average to Good	
23	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	12	60	Average to Good	
24	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	80	Good to Excellent	
25	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14	70	Average to Good	
26	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	16	80	Good to Excellent	
27	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	14	70	Average to Good	
28	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	14	70	Average to Good	
29	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	15	75	Average to Good	
30	1	0	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	15	75	Average to Good	
31	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	14	70	Average to Good	
32	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	13	65	Average to Good	
33	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	15	75	Average to Good	
34	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16	80	Good to Excellent	
35	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17	85	Good to Excellent	
36	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	15	75	Average to Good	
Jumlah																						506	2530	
Rata2																						14,06	70,28	

Appendix. 9. Homogeneity test

UJI HOMOGENITAS HB kontrol

post kontrol	xi-x	(xi-x)-2	post eksp	xi-x	(xi-x)-2
68	-4,722	22,299	75	4,7	22,299
65	0,278	0,077	75	4,7	22,299
68	-4,722	22,299	65	-5,3	27,855
68	-4,722	22,299	55	-15,3	233,410
55	-9,722	94,522	65	-5,3	27,855
58	-14,722	216,744	68	-10,3	105,633
65	0,278	0,077	78	-0,3	0,077
78	5,278	27,855	75	4,7	22,299
58	-14,722	216,744	78	-0,3	0,077
55	-9,722	94,522	55	-15,3	233,410
68	-4,722	22,299	68	-10,3	105,633
65	0,278	0,077	65	-5,3	27,855
55	-9,722	94,522	78	-0,3	0,077
78	5,278	27,855	78	-0,3	0,077
65	0,278	0,077	68	-10,3	105,633
75	10,278	105,633	65	-5,3	27,855
58	-14,722	216,744	78	-0,3	0,077
75	10,278	105,633	75	4,7	22,299
65	0,278	0,077	80	9,7	94,522
65	0,278	0,077	65	-5,3	27,855
68	-4,722	22,299	75	4,7	22,299
78	5,278	27,855	65	-5,3	27,855
55	-9,722	94,522	68	-10,3	105,633
65	0,278	0,077	80	9,7	94,522
78	5,278	27,855	78	-0,3	0,077
68	-4,722	22,299	80	9,7	94,522
78	5,278	27,855	78	-0,3	0,077
65	0,278	0,077	75	4,7	22,299
78	5,278	27,855	75	4,7	22,299
55	-9,722	94,522	65	-5,3	27,855
78	5,278	27,855	75	4,7	22,299
75	10,278	105,633	80	9,7	94,522
80	15,278	233,410	85	14,7	216,744
75	10,278	105,633	85	14,7	216,744
75	10,278	105,633	75	4,7	22,299

$\sum_{i=1}^n (x_i - \bar{x}) = 0$

64,7
n = 1
70,3

Varianis SI

305.90.3

Varian S2

262.153

F Hitung

= Varians Terbesar / Varians Terkecil
1.166887417

1.166887417

F Tabel

Alpha 0,05

dkl

35

pembilang

dk2

35

penyebut

 $F(0,05; 35; 3)$

1.74

HOMOGEN

Varian	F Hitung	F tabel	Kesimpulan
post kontrol post eks	1,17	1,74	HOMOGEN

Appendix. 10. T- test

No	Post Test		Pre Test	
	post eksp	post kontrol	pre eksp	pre kontrol
Rata-rata	70,27	64,72	60,97	60,83
Simp Baku	7,74	8,36	8,69	7,70
Median	70,0	65,0	60,0	60,0
Modus	75,0	65,0	55,0	60,0
max	85,0	80,0	75,0	75,0
min	55,0	50,0	45,0	45,0
range	30,0	30,0	30,0	30,0
Median	70,0	65,0	60,0	60,0

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\
 &= \frac{70.27 - 64.72}{\sqrt{\left(\frac{305.9 + 262.0}{36 + 36 - 2} \right) \left(\frac{1}{36} + \frac{1}{36} \right)}} \\
 &= \frac{5.55}{\sqrt{\left(\frac{568.06}{70} \right) \left(\frac{2}{36} \right)}} \\
 &= \frac{5.55}{\sqrt{\frac{1136.1}{2520}}} \\
 &= \frac{5.55}{\sqrt{0.451}} \\
 &= \frac{5.55}{0.67} \\
 t &= 8.27
 \end{aligned}$$

Appendix 11

The Percentage of Teacher's Activity

No	Teacher's Activity	Observation								
		I	II	III	IV	V	VI	VII	VIII	Total
1	Teacher communicates learning goals, provide information about what you learn and prepare students and motivate students in learning poses	✓	✓	✓	✓	✓	✓	✓	✓	8
2	The teacher demonstrates the skills or provide information stage by stage	✓	✓	✓	✓	✓	✓	✓	✓	8
3	Teacher distributes student worksheet to each group leader for distribution to members of the group. Then, the teacher explains briefly the material to be learned to students as an introduction	X	X	X	X	✓	✓	✓	✓	4
4	The teacher divides half of the class for a circle facing outwards, is called the group's inner circle and provide information stage by stage	X	X	✓	✓	✓	✓	✓	✓	6
5	Teachers and students get together to discuss the worksheets and confirms the concept of	X	X	X	X	✓	✓	✓	✓	4

	right and straighten out misconceptions									
Total		2	2	3	3	5	5	5	5	30
Mean		0,4	0,4	0,6	0,6	1	1	1	1	0.85
Percentage		40%	40%	60%	60%	100%	100%	100%	100%	85%

Observer

Drs. Bunyana